DOCUMENT RESUME

ED 036 751 AC 006 557

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TITLE A Preliminary Report on the Pilot Study: "The Effect of Adult Basic Education on the Occupational Adjustment and Acculturation of the Low Literate Adult."
PUB DATE Feb 70
NOTE 33p.; Paper presented at the Adult Education Research Conference, Minneapolis, Minnesota, February 27-28, 1970

EDRS PRICE EDRS Price MF-$0.25 HC-$1.75
DESCRIPTORS *Adult Basic Education, *Behavior Change, *Changing Attitudes, Disadvantaged Groups, Educational Attitudes, *Measurement Instruments, *Program Evaluation, Research, Self Concept, Social Adjustment, Student Teacher Relationship, Work Attitudes

ABSTRACT

A Pilot Phase of an evaluative study of adult basic education was included to develop and evaluate data-gathering instruments to measure sociopsychological variables bearing on levels of, and potentials for, adjustment; to describe participants and nonparticipants by these measures and assess changes over time; and to examine changes in potentials for adjustment and certain teacher variables. The population studied included 360 ABE participants and 34 teachers in North Carolina community colleges and technical institutes, and 30 nonparticipants. Before, and after about 60 hours of instruction, participants and controls were tested for educational achievement and for changes in internal-external control, anomia, work beliefs, and attitudes toward education, law and economic conservatism. Preliminary examination of data shows gains and loss in achievement by both groups, positive and negative changes in self-concept, decrease in anomia, improved attitudes toward education and work, and improvement in internal-external control. Testing instruments were discovered to be not sufficiently precise for accurate measurement. It was concluded that a longitudinal study would be feasible if the inadequacies of current instrumentation can be corrected. (author/pt)

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ED036751

North Carolina State University

Raleigh, North Carolina

A Preliminary Report on the Pilot Study: "The Effect of Adult Basic Education on the Occupational Adjustment and Acculturation of the Low Literate Adult"

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Adult Education Research Conference
Minneapolis, Minnesota
February 28 - March 2, 1970

AC006557

Introduction

A number of studies characterize the nation's illiterate population by (1) low occupational mobility, (2) low geographic mobility, (3) low socio-economic status, (4) a high degree of anomia and allied psychological traits, and (5) values, attitudes and goals differing from upper and middle-class norms.[1]

Despite widespread interest manifested in adult basic education throughout the country, both in terms of increasing number of participants and increased financial support at local, state, and federal levels, relatively little attention has been given to assessing the potential of the program in effecting desirable behavioral changes in the participants. This is especially true with regard to the impact of the program on continued participation in programs of vocational and technical education at the adult level, changes in employment status of the participants, changes in personal and social development, changes in attitudes and value patterns, patterns of motivation, improved socio-economic status, and participation in the cultural aspects of the community. Moreover, there has been concern for the initiation of research into methods of teaching the curriculum of ABE, the influence of the teacher, and the effects of the community environment in which the learner resides.

This paper, a preliminary report based upon an early analysis of incomplete data, describes a project which seeks to assess the results of participation in adult basic education programs.

Statement of the Problem

In the past decade Congress passed legislation to help 24 million educationally and occupationally disadvantaged adults to acquire meaningful work roles, personal goals and the values and aspirations of a free society. These disenfranchised adults with less than eight years of meaningful schooling are considered to be "functionally illiterate" because they do not have the necessary skills to achieve economic independence in society. Because of the need for adult basic and occupational education, Congress has increased ABE funding in past years to permit, in 1968, an estimated 455,437 educationally disadvantaged adults to participate in basic education throughout the nation.[2]

The major goal of ABE is to eliminate illiteracy. More specifically, ABE programs seek: (1) to help adults acquire basic skills needed to read and write English and compute; (2) to raise the adults' level of education in an effort to facilitate their independence as responsible members of society; (3) to improve the adults' ability to benefit from occupational training; (4) to increase the adults' opportunities for productive and profitable employment; and (5) to help adults to acquire the skills needed to

better meet their personal and social responsibilities.

Very little attention, however, has been accorded to an evaluation of the potential of ABE programs in helping adults to achieve the several objectives of the ABE program. The latter need for evaluative research of a substantive nature into the program effectiveness of ABE has been expressed by administrators, teachers, and by adult students themselves.

The major purpose of this study, to examine the extent to which the objectives of ABE programs are being achieved, is being carried out as an identification and measurement of specific adult behaviors and their changes over a discrete period of participation in an adult basic education program. The ultimate goal of the project is to improve the process by which educationally and occupationally disadvantaged adults may be equipped with the essential knowledge and skills to participate more effectively in the economic, political and social life of American society.

Background for the Study

This study is a preliminary report of the Pilot Phase of a contemplated five-year longitudinal project designed to investigate and evaluate the effectiveness of adult basic education. Special consideration was given in the design to the relevance of ABE to occupational proficiency and to changes in occupational status.

The original longitudinal study was divided into three phases:

Phase I. Phase One, or the Pilot Phase, was directed toward development of data-gathering instrumentation and the attainment of objectives I and II of this study. In the development of the total five-year longitudinal project design, a "Pilot" study was included for the purposes of:

(1) Developing data-gathering instrumentation needed to conduct the research for the major research project.

(2) Pre-testing and evaluating these data gathering instruments prior to their inclusion in the major research project.

(3) Using the pilot study design as a prototype of the major research design for field testing on a smaller population and over a one state area prior to initiating the major research project over a larger area.

(4) Utilizing findings from the data collected in the Pilot Study to further develop the design of the major research project.

This phase of the study, designated "Pilot Study," was projected for one year. It was limited to a sample population of ABE classes in the state of North Carolina and is now virtually complete. Data have been collected, are now being analyzed, and are being reported upon in this paper.

Phases II and III of the original longitudinal study were projected over two and three-year periods respectively. They

were aimed at on-site developmental testing of significant variables whose relevance to behavioral change among participants in adult basic education programs had been established in the Pilot Study or Phase I. For want of additional Federal funds, however, both Phases II and III have been cancelled.

Objectives

The major purpose of the Pilot Study, to assess the feasibility of conducting a longitudinal study to examine the potential of ABE programs in changing the behavioral patterns of illiterate disadvantaged adults, is defined by the objectives of the study which are:

(1) To select, revise and/or develop instruments to measure selected socio-psychological variables having a bearing on both levels of and potentials for adjustment.

(2) To describe the population with measures indicating levels of and potentials for adjustment.

(3) To assess changes in measures of levels of and potentials for adjustment from pre-post and follow-up data.

(4) To examine the relationships between differential levels of and potentials for adjustment and changes in these measures over time.

(5) To compare ABE participants and non-participants with respect to levels of and potentials for adjustment and changes in these measures over time.

(6) To examine the relationships between changes in selected potentials for adjustment and selected ABE teacher variables.

Rationale

In a review of 51 research studies on adult basic education, Knox concludes that very few substantial generalizations can be supported from these studies. Yet the educationally disadvantaged population is described as: (1) low in occupational and geographical mobility; (2) low in socio-economic status; (3) low in aspirations; (4) highly anomic and alienated; and (5) unemployed or working in unskilled or semi-skilled occupations. A high proportion of educationally disadvantaged adults are among the aged, poor, unemployed, imprisoned, immigrants, ethnic minorities and welfare recipients. Relatively low in intelligence, these latter generally have a reading proficiency two to three grades below their level of formal schooling.[3]

Because the disadvantaged adult has not received the benefits of a middle-class society, it seems logical to infer that many ABE participants will experience adjustment problems as they attempt to change their way of life through adult basic education. The rationale upon which this Pilot Study has been predicated draws heavily on the conceptualizations and theoretical formulations of Mangalam, Moon, McCann, Kaufman and Dunkelberger, Eaton and Westoff.[4] Adjustment is defined as:

> ". . . a dynamic state in which the actors in a given meaningful interactional system are able to live in relation to other members of their significant membership-groups, satisfying their basic needs,

> fulfilling the responsibilities of their major roles, and realizing the value ends of the system while maintaining the identity and integrity of the actor's individual selves."
> (Mangalam, et al., 1962)

Within this context, adjustment is defined as an act, a specific process of social mobility in the life of the adult basic education student; in which the individual moves from one level of adjustment to another, more adjusted state, with the potentials it possesses, toward the achievement of personal and family goals, which are assumed to be in conformance with the norms and expectations of society.

Levels of adjustment, as defined for the purposes of this study and tabulated in Table I, represent important goals corresponding to value-ends of American society: level of living, level of income and social participation.

Potentials for adjustment are defined for this study and tabulated in Table I as the means with which an individual can alter his level of adjustment. Potentials for adjustment are assumed to have a major influence on an individual's social and economic mobility in our society. For example, as the adult raises his achievement level, he is more likely to improve his level of living, his level of income and his social participation.

Levels of Adjustment	Potentials for Adjustment
1. Level of Living	1. Achievement
2. Income	2. Capability to Work
3. Social Participation	3. Household Dependency
	4. Educational Aspirations
	5. Occupational Aspirations
	6. Level of Anomia
	7. Internal-External Control
	8. Self Concept
	9. Attitudes toward Work and Education
	10. Age
	11. Sex
	12. Race
	13. Residence
	14. Participation in ABE
	15. Employment History

Table I--List of Adjustment Variables

Design and Procedures

A. Population

The test population was comprised of three classes of ten adult basic education students each in twelve of North Carolina's fifty Community Colleges and Technical Institutes and thirty-six adult basic education teachers. The institutions were selected because their administrators indicated a willingness to participate. As a control group at each institution, a random sample of ten eligible but non-participating illiterate adults was identified. The control subjects were chosen by participating ABE administrators.

Participants and controls were pre-tested in February, 1969, by administrations of the ABLE (Adult Basic Learning Examination), the Tennessee Self Concept Scale, and the ABE Survey of Opinions; they were post-tested with the same instruments in May, 1969, after an average of 66 hours of ABE instruction. In order to obtain basic demographic data, an ABE Interview Guide was administered in April and May, 1969, by specially trained interviewers. Also tested with the Tennessee Self Concept Scale and an ABE Teacher Questionnaire were 36 ABE classroom teachers who taught the test respondents.

B. Instruments

To obtain the measures specified in the objectives of the study, the following instruments were administered:

1. Achievement
   Harcourt, Brace and World, Adult Basic Learning Examination (ABLE)

   The Adult Basic Learning Examination (ABLE) is a battery of tests designed to measure the level of educational achievement among adults. Although the examination is designed for use with adults and consists of items with adult content, it may be used to assess achievement as low as first grade. ABLE was developed to fill the need for an instrument to

determine the general educational level of adults who have not completed formal eighth-grade education, as well as for use in evaluating a number of efforts to raise the educational level of these adults. The examination was developed in consultation with a variety of people working with the many facets of adult education and was written according to the following general guidelines:

(1) Content which is adult oriented.

(2) Measurement of achievement as low as first grade.

(3) Format which does not appear childish and is easy to follow.

(4) Coverage of only the fundamental areas; efficient in use of time.

(5) Simplicity of administration for teachers with relatively limited experience in testing.

In order to cover as much as eight years of school achievement, it was necessary to develop two batteries, Level I (Grades 1-4) and Level II (Grades 5-8). At each level, ABLE includes the following tests:

Vocabulary, Reading, Spelling, Arithmetic.

The grade designation of the two levels refers to the achievement levels which the tests cover most reliably. At each level, there are two forms available, Form A and

Form B, which are comparable in content and difficulty. The two forms are for use when re-evaluation or periodic testing is desired.

All tests are essentially without time limits. On non-dictated tests, the examiner is directed to allow all students ample time to attempt all questions which they are capable of answering correctly. Thus, the Adult Basic Learning Examination (ABLE) is in all respects a power test.

ABLE will reveal the relative strengths and weaknesses of an individual from one school subject to another, but it was not designed to diagnose what specific problems a student has within each subject area. For example, it might be revealed that a given student's achievement level in arithmetic is considerably lower than in the other areas measured, but one cannot determine if this is because of lack of understanding of multiplication of fractions, long division, placement of the decimal point, etc.[5]

2. Values and Attitudes

The values and attitudes of the respondents and controls were evaluated by a pre- and post-test administration of the ABE Survey of Opinions. Evaluated were

the subjects' degree of internal-external control, anomia, work beliefs, and attitudes toward education, law and economic conservatism. The ABE Survey of Opinions was comprised of pertinent portions of the following scales:

Variable	
a. Internal-External Control	Rotter's Scale
b. Anomia	Moon-McCann's modification of Srole's Scale
c. Work Beliefs	Haller-Miller Scale
d. Attitudes toward Education, Law and Economic Conservatism	Rundquist-Sletto Scale

a. Internal-External Control

The variable, internal-external control of reinforcement, refers to an attribute of the individual by which he can be described as having internal-expectancy of control over his environment; or external-expectancy of lack of control over his environment. The internal individual perceives the outcome of events as being contingent upon his own behavior and he will act accordingly. The external individual perceives the outcome of events as being the result of luck, chance, or fate which is not influenced by his behavior.

The "Rotter I-E Scale" (1966) was used to measure this non-cognitive attribute. The scale consists of 23

items, concerning the nature of the individual's environment. Each scale item contains two statements, and the Ss respond by marking the statement in each item which they believe is most often true. The score range is from 0-23 with the lower score indicating the degree of internality and the higher score indicating the degree of externality.[6]

The reliability for the I-E scale, corrected by the Spearman-Brown formula, was found by Franklin (1963) to be .69 when based upon a national stratified sample of 1000 males and females.[7] Peters (1968) obtained a split-half reliability coefficient of .64 with a sample of 78 MDTA trainees enrolled in adult basic education classes. Based upon a second testing for 78 MDTA trainees, Peters (1968) obtained a test-retest reliability of .76.[8] This compared favorably with the test-retest reliability estimates of other researchers who have used the I-E scale.

The construct validity of the I-E scale has been demonstrated by previous studies. Correlational studies utilizing the forced-choice I-E scale produced correlations between .55 and .60 and the largest of these studies by Blackman (1962) and Johnson (1961) obtained correlations of .56 and .58 respectively with the earlier James-Phares Likert-type scale.[9]

b. Anomia

A second variable, anomia, as used in this study, refers to an internalized psychological state of an individual. Anomia is a concept which describes the feelings of an individual relating to hopelessness or normlessness. The anomic person is unable to cope with new situations and tends to reject social values.

Anomia was measured using the Moon-McCann modification of the "Srole Anomia Scale." This scale consists of six items. Three different responses to each of these are possible. They are: (1) agree, (2) disagree, and (3) don't know. Score range is from 0-6 with high scores indicating high anomia.[10]

c. Work Beliefs

The values toward work of the test population were studied by means of the MSU Work Beliefs Check List, developed by A. O. Haller in 1957, which consists of 44 items divided into six subscales. The scale is an index of value orientations toward work, structured time, physical mobility, change, internal-external control and deferred gratification. The number of items vary with each subscale, but are based on "Agree" and "Disagree" responses.[11]

d. Attitudes

The attitudes toward law, education and economic conservatism of the ABE test population were explored by means of the Rundquist-Sletto Scale, a measure of adjustment, which was first published in 1936. A Likert-type scale, the Rundquist-Sletto Scale consists of six separate subscales to measure attributes related to morale, feelings of inferiority, family adjustment, attitudes toward law, economic conservatism and the value of education. Responses range from "Strongly Agree" to "Strongly Disagree," with a total of five possible response categories.[12]

e. Self Concept

The socio-psychological variable, self concept, of subjects a controls was measured by a pre- and post-test administration of the Tennessee Self Concept Scale. The TSCS is a widely accepted and validated scale consisting of 100 self-descriptive statements which the subject uses to portray his own picture of himself. Included in the scale are measures of the Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self, subscales leading to scores on Identity, Self-Satisfaction and Behavior, and a number of indicators of psychological pathology.[13]

3. Student Demographic Data

All subjects and controls were interviewed by specially trained interviewers who, during the interview, made use of the ABE Interview Guide developed by project staff. The following data were obtained through the personal interview:

a. Demographic Data
b. Occupational and Educational Aspirations
c. Level of Living Index
d. Social Participation
e. Type of Occupation
f. Employment Status
g. Income
h. Mobility Index

4. Teacher Data

a. Teacher Demographic Data

The ABE Teacher Questionnaire developed by the project staff was mailed to teachers to obtain the following information:

a. Demographic Data
b. Skills Emphasized During Pilot Study
c. Content Areas Emphasized
d. Materials Used
e. Visual Aids Used
f. Teaching Methods Used
g. Location of Classes
h. Behavioral Changes Observed in Adults
i. Attitude Toward Testing Adults
j. Kinds of Information Needed by Teachers of Adults.

b. Teacher Self Concept

The self concept of the teachers of participating

classes was measured after the test period by means of a mailed, self-administered Tennessee Self Concept Scale.

C. Procedures

Data from the study are to be examined in three phases:

Phase I: the data will be explored in terms of single frequency counts, calculations of means, and percentages to establish clusters of interest.

Phase II: items of interest reflected in the frequency count will be further examined by means of a multiple regression analysis.

Phase III: in the final processing, the data will be examined by one-way analysis of variance techniques.

D. Design

The design of the study is a nonequivalent control group design based upon $\frac{0}{0}$ _ $\frac{X}{}$ _ $\frac{0}{0}$ in which an experimental group and a control group with no pre-experimental sampling equivalence are both given a pre-test and a post-test. No attempt was made, beyond ABE administrator judgment, to secure matching equivalence between experimental and control groups.

Results

A. General

A preliminary examination of data collected during the study is nearing completion. At the outset the study was aimed at testing adults at 12 institutions, 36 ABE classes with 360 ABE participants; later comparing their responses to those of 12 control groups with 120 adults not presently enrolled in ABE; for a total of 480 adults. In addition, 36 teachers were to be tested.

As can be seen in Table 2, however, of 486 adults participating in the pre-test in March of 1969, only 380 took part in the post-test in June of 1969; 78 percent of those pre-tested were post-tested. Table 2 also reveals the number of ABE participants and non-participants completing both pre- and post-testing at each institution.

The participant attrition between pre- and post-testing arose because the research instruments were not answered correctly or completely. A total of 342 adults completed all research instruments satisfactorily; of these, 74 were non-participants and 268 were ABE participants.

Early data, tabulated in Table 3, show that a majority of the participants were black and female. Approximately 35 percent of

	1[a]	2	3	4	5*	6**	7	8	9	10	11	12	Sum	%	%
Pre-Test Non-ABE	10	14	7	9	12	12	9	9	9	8	9	11	95	78%	
Post-Test Non-ABE	6	14	5	9	0	0	6	5	8	6	6	9	74		86%
Pre-Test ABE	20	33	25	30	29	34	37	26	28	29	44	30	302	89%	
Post-Test ABE	15	32	21	29	0	34	33	24	25	24	38	27	268		
Number of ABE Classes	2	3	2	3	0	3	3	3	3	3	3	3	31		

*Dropped out and not included in percentage and total
**Enrolled control group in ABE, not included in percentage and total

Total Number Pre-Tested in March, 1969 = 486

78% Returns

Total Number Post-Tested in June, 1969 = 380

a = Institutions
1 = Asheville-Buncombe
2 = Central Piedmont
3 = Davidson
4 = Durham
5 = Montgomery
6 = Randolph
7 = Roanoke-Chowan
8 = Robeson
9 = Rockingham
10 = Sampson
11 = Wayne
12 = Wilkes

Table 2. Summary of Pilot Study Participants by Institution

the adults were between 31 and 45 years of age. Three-fourths of the participants were employed full-time, and approximately 62 percent reported that they had completed the sixth grade or above. Approximately 23 percent had attended high school.

The non-ABE participants were found to be equivalent as to race, age, sex and education; however, a larger percentage was unemployed.

Race		Sex		Age	
White	27.52%	Males	42.95%	16-30	24.58%
Black	71.81%	Females	57.05%	31-45	34.34%
Other	.67%			46-60	25.93%
				61-	15.15%

Employment		Reported Education	
Full	75.17%	0-2	9.69%
Part	16.11%	3-5	28.03%
None	8.72%	6-8	39.45%
		9-11	21.11%
		12-	1.72%

Table 3--Characteristics of ABE Participants

B. Achievement

Early data show that achievement gains, whether positive or negative, could not be adequately evaluated with the ABLE instrument. It was learned that no pre-study equivalence had been established nor validated by the test publisher for Forms A and B, used equivalently within each grade level.

Moreover, the study shows that placement of test subjects within the grades stipulated for each level of the test instrument cannot be accomplished precisely enough to prevent the attrition of test individuals who are undertested or overtested by the instrument. (An attempt was made in this study to use PLACEable, a new evaluative instrument published by Harcourt, Brace and World to assist in placing test subjects within the appropriate grade level; however, this instrument was not available at the time of pre-test.)

C. Values and Attitudes

An analysis of the responses of the adults who completed both pre- and post-tests of the study scales reveals the following trends for the several variables listed below:

1. Internal-External Control

Early data resulting from pre- and post-test use of Rotter's Scale appear contradictory. Participants obtained higher mean scores after attending ABE classes, which appears to indicate that they become more externally oriented despite new educational achievements. At time of pre-test, however, the participants were more internal than their non-participant fellows.

Over time, the non-participants became more internally oriented; however, they still remained more externally oriented than the participants.

The total ABE population appears to be much more externally controlled than similar populations described in previous studies.

2. Anomia

Evaluation of anomia using the Moon-McCann modification of the Srole Scale with the test population, now essentially complete, has been described in a companion paper, "The Effect of Adult Basic Education on Selected Non-Cognitive Attributes," by Drs. V. Milton Boyce, John K. Coster and Robert J. Dolan of North Carolina State University.[14] Participants showed a decrease in anomia but non-participants demonstrated no change. At pre-test, participants were less anomic than non-participants, but not statistically significant.

3. Work Beliefs

Evaluation of the data resulting from use of the MSU Work Belief Check List on work beliefs shows the following results for each variable:

a. Variable WBA, the Belief that Work is of Expressive Value as Opposed to Instrumental Value:

-Participants show no apparent pre- to post-test differences in value orientations.

-Non-participants are more expressive than participants; they view work more as an end than as a means. Participants, on the other hand, view work as more instrumental.

-The general ABE population views work as being more instrumental than the high school subjects of Haller's original tests.

b. Variable WBB, the Positive vs. Negative Evaluation of Structured Time:

-Participants show a slight change toward the positive end of the scale. However, non-participants become more positive than participants.

-Participants are more positive at pre-test than non-participants.

-The ABE population, as a whole, exhibits a similarity again to Haller's original high school test sample.

c. Variable WBC, the Positive vs. Negative Evaluation of Physical Mobility:

-Participants showed virtually no change over time, but non-participants became more negative in their evaluation of physical mobility.

-Non-participants demonstrated a more positive attitude toward physical mobility at pre-test than did participants.

-The general ABE population tended to possess a more negative attitude toward physical mobility than did the high school students of Haller's original test.

d. Variable WBD, Positive vs. Negative Evaluation of Change:

-After treatment, participants' attitudes became more favorable toward change, but non-participants exhibited little or no change.

-At pre-test, there was little difference between the attitudes toward change of participants and non-participants.

-The general ABE population tended to show a more negative attitude toward change than did the high school students of Haller's sample.

e. Variable WBE, Belief in the Internal vs. External Determination of Events:

-Participants tend to show a more internal orientation but non-participants exhibited no change.

-Participants were more externally oriented at pre-test than were non-participants.

-The general ABE population was more external than the high school students of Haller's tests.

f. Variable WBF, the Positive vs. Negative Evaluation of Deferred Gratification:

-Essentially no changes over time and treatment were found in either participants or non-participants.

-Participants, at pre-test, however, showed more willingness to defer gratification than did the non-participants.

-The ABE population is less willing to defer gratification than are the high school students of Haller's original test population.

4. Attitudes toward Law, Education, and Economic Conservatism:

The Rundquist-Sletto Scale was used to measure attitudes toward education, law and economic conservatism.

a. Law

-In their attitudes toward the law both participants and non-participants showed a slight change to an

unfavorable attitude toward law.

-At pre-test, the participants were more unfavorable than the non-participants.

-The ABE population, as a whole, was approximately equivalent to other test populations.

b. Education

-Participants' attitudes toward education showed little change, as non-participants' attitudes became more favorable.

-Both participants and non-participants demonstrated the same attitudes at pre-test.

-The ABE population demonstrated attitudes that generally agreed with attitudes of other populations.

c. Economic Conservatism

-Participants showed a slight change toward the more liberal end of the scale, while non-participants exhibited no change.

-The attitudes of participant and non-participant at pre-test were generally similar.

-The ABE population appears to be more conservative than the general population.

5. Self Concept

Pre- and post-tests on the self concept scores of the ABE participants and non-participants showed the following:

-That participants aged 30 or less showed a significant (.05) increase in the Self Criticism scale of the TSCS, indicating a significant trend toward a "healthy openness and capacity for self-criticism."

-That participants aged 30 or less showed a significant (.05) increase in the Family Self score, reflecting

their improved feelings of "self adequacy, worth and value as a family member."

-That non-participants aged 30 or less showed a highly significant (.05) increase in Physical Self scores, indicating a healthier view of their bodies, states of health, physical appearances, skills and sexuality.

-That employed members of the general ABE population exhibited a significant increase in Total P Scores, the single most important score in the test form. "Persons with improved scores tend to like themselves a little more than they did, feel they are persons of worth and value, have increased confidence in themselves and act accordingly."

-That employed members of the general ABE population showed a significant increase (.10) in the Self Satisfaction Score. These individuals became more self-accepting.

-That the employed members of the general ABE population showed a highly significant increase (.01) in the Moral-Ethical Score reflecting a heightened belief in their moral worth, relationship to God, and satisfaction with one's spiritual self.

-That the employed members of the general ABE population showed a significant (.05) increase in Personal Self Score, reflecting an increased sense of their personal worth, and feelings of adequacy as persons.

-That female members of the total ABE population showed a significant increase (.05) in Identity Scores over males reflecting their beliefs in themselves and in their basic identities.

-That the urban members of the total ABE population showed significant increases (.05) over rural members in Identity Scores, Physical Self Scores and Moral-Ethical Self Scores.

-That the unemployed members of the total ABE population showed a significant increase (.05) over employed members in Moral-Ethical Self Scores.

Implications

General implications which have already emerged from these early data and project experiences appear to be:

(1) That considerable attention needs to be given to a more direct linkage between basic education and the world or work.

(2) That a need exists for standardization of curricula in light of achievements to be anticipated over discrete intervals of time.

(3) That a need is defined for the planning of school facilities, teaching modes, creation of affective environments, and for support of adults' emotional needs.

(4) That much more attention needs to be given to the role of guidance and counseling in the adult basic education program.

(5) That there is a need for an organizational structure to logistically support ABE referral, recruiting, and information activities in ABE population centers.

(6) That the optimal modes of learning motivation in the life of the ABE student be established through appropriate research.

(7) That the familial role of the mother in the disadvantaged population be explored through research in an effort to re-orient adult basic education to female needs rather than male needs.

(8) That the adult basic education system, as presently constituted, appears to require reorientation and redirection through recommitment of personnel, resources, and goals.

Problems

In the conduct of the early phases of the Pilot Study, operational problems arose relative to many aspects of the project. In any type of research activity, problems are to be anticipated; however, in adult basic education, a poorly defined, loosely-knit amalgam of part-time teachers, students, facilities, funds and administration, research problems are endemic. Problems encountered in the Pilot Study include:

(1) To effect economies in time, teachers were asked to place their students within test levels of the ABLE instrument. Their judgments resulted in mass misplacement of the students and a gross undertesting during both pre- and post-tests with ABLE.

(2) The treatment period of 66 hours now appears to have been too short.

(3) Several item-statements on the Tennessee Self Concept Scale were not approved for test use by the U. S. Office of Education, and test scores had to be recalculated and test validity re-established.

(4) The equivalency of Forms A and B of the ABLE test appears questionable within grade levels. Moreover, for research purposes, the equivalency of test scores which fall within the overlapping area between Level I and II appear to be questionable. The test needs further refinement for research purposes.

(5) The use of written tests for ABE students appears to be a questionable procedure.

(6) The Rotter I-E Scale appears to be too difficult for the test population in terms of both vocabulary and item length.

(7) ABE curricula varied from community to community, thus, no standardized, controlled treatment of the test population was administered.

(8) ABE students think in terms of "black and white;" thus, they find it difficult to distinguish on a Likert-type scale with more than two response alternatives.

(9) There is a lack of deep commitment and sense of purpose in ABE programs, as reflected in poor funding, poor facilities, as lack of well-trained personnel, and a lack of central focus for all ABE activity: i.e., Training for What?

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